

# Childminder Report

## Inspection date

24 April 2015

Previous inspection date

9 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not have a clear enough understanding of what children can do and therefore does not always plan activities that challenge children to make the best possible progress.
- The childminder does not routinely check children's progress in order to identify gaps in learning and address them through changing her practice, resources or environment.
- The childminder does not have a secure knowledge of the areas of learning and how to promote children's learning and development. As a result, teaching is sometimes weaker in some areas of learning and not always matched to children's needs.
- The childminder does not consistently promote healthy lifestyles. For example, she does not use snack times to talk to children about the importance of healthy foods.
- Children are not able to use resources freely and their choices of play are limited because toys are stored in another room. As a result, children are not motivated, independent learners.

### It has the following strengths

- The childminder has appropriate systems in place to share information with parents about what children have been doing.
- The childminder has a sound understanding of how to keep children safe and as a result, children are adequately safeguarded during their time in her care.
- Children enjoy spending time with their friends as the childminder supports them to share and take turns.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve assessment of children's progress and plan activities that are interesting and challenging to meet each child's learning needs
- check children's progress more frequently to identify gaps in learning so that the educational programme can be adapted to meet their needs and other support accessed when necessary
- improve the quality of teaching across all areas of learning to ensure children make good progress

### To further improve the quality of the early years provision the provider should:

- improve the environment so that young children have ongoing access to a wide range of resources and can make independent choices about their play and learning.
- develop children's understanding of the importance of healthy lifestyles by using everyday opportunities to give clear messages about a healthy diet and physical exercise.

## Inspection activities

- The inspector observed activities in the childminder's home and viewed all the areas that children have access to.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and through written comments in children's communication books.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

## Inspector

Anne Parker

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder records her observations of children as they play and stores them, along with annotated photographs in individual learning journals. However, she does not always identify the areas of learning that children are displaying. This is because her understanding of the prime and specific areas of learning is not yet secure. As a result, the childminder does not always provide activities to promote individual children's learning. The childminder's teaching is variable. She instinctively uses good communication and language skills. For example, she repeats key phrases, includes new vocabulary and gives children time to respond to her questions. However, she does not teach other areas of learning as effectively. For example, she teaches children the names of the letters in the alphabet rather than the phonetic sounds. Furthermore, she does not take opportunities to extend children's learning further. For example, as children explore a box of musical instruments, the childminder talks generally about the colours and does not extend this into an interesting music making activity. Therefore children are not making better than satisfactory progress. Nevertheless, children are gaining appropriate skills that they will need for their next steps in learning, such as using utensils and listening to stories. The childminder shares information with parents at handover time and by using communication books so there is a suitable approach to supporting learning at home.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children form secure attachments because the childminder has a warm and friendly approach towards the children and their parents. Care practices help children settle and become emotionally secure. There is a wide variety of toys stored in the playroom, however, space is limited and so children select a box to play with in the living room. This means children do not have enough ongoing choices about what they play with. Nevertheless, children are happy and enjoy their time with the childminder. Children have healthy snacks and follow basic hygiene routines. However, the childminder does not always use these opportunities to explain the importance of healthy lifestyles to fully enhance children's understanding. Children learn how to behave appropriately because the childminder uses meaningful praise and gives clear messages about acceptable behaviour. The childminder supports children to play and learn together and they are beginning to develop skills to manage their own personal needs.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has adequate procedures to follow if she has concerns about the welfare of a child in her care and she has a suitable understanding of how to keep children safe. The childminder has not sufficiently evaluated her provision or used training to update her knowledge and skills. Consequently, her understanding of the areas of learning and her ability to monitor children's progress, to identify gaps in learning, is not yet good. The childminder has developed sound partnerships with parents and understands the importance of working in partnership with other agencies to meet the needs of children.

## Setting details

<b>Unique reference number</b>	500500
<b>Local authority</b>	Manchester
<b>Inspection number</b>	819310
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 February 2011
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Levenshulme, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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